DOCUMENT RESUME

ED 164 835 08 CE 018 708

AUTHOR Hoyt, Kenneth B.
TITLE Junior Achievement, Inc., and Career Education. Monographs on Career Education.
INSTITUTION Office of Career Education (DHEW/OE), Washington, D.C.
PUB DATE Jun 78
NOTE 25p.; Not available in hard copy due to print size
AVAILABLE FROM Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01890-0)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Career Education; Community Programs; Community Resources; Conference Reports; *Cooperative Programs; Interprofessional Relationship; Program Attitudes; Program Descriptions; School Community Cooperation; *School Community Relationship; School Industry Relationship; Teacher Attitudes; *Youth Programs
IDENTIFIERS *Junior Achievement

ABSTRACT

This monograph, summarizing the ideas of participants attending a two-day mini-conference, was developed to help educators understand the extent to which youth benefit when Junior Achievement (JA) is used as a major resource in community career education efforts. This booklet begins with a brief description of JA structure and programs. This is followed by specific examples of ways in which JA efforts are currently being incorporated into community career education efforts. Four basic problems encountered by JA in working effectively with educators are then discussed. These problems are (1) gaining teacher interest and participation in JA efforts; (2) gaining academic credit for the JA program; (3) avoiding dilution of quality in JA efforts; and (4) competing forces to JA. Finally, after offering three reasons why educators should support JA programs, this monograph concludes with nine suggestions for improving the working relationships between JA and educators. A list of participants and issues raised by the participants is appended. (EM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED164835

MONOGRAPHS ON CAREER EDUCATION

JUNIOR ACHIEVEMENT, INC. AND CAREER EDUCATION

by
Kenneth B. Hoyt, *Director*
Office of Career Education
Office of Education

June 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 018 708

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Joseph A. Califano, Jr., *Secretary*
Mary F. Berry, *Assistant Secretary for Education*

Office of Education
Ernest L. Boyer, *Commissioner*

U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: 1978

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402

Stock No. 017-080-01890-0

PREFACE

During the period covering November 1977, through May 1978, OE's Office of Career Education sponsored, through a contract with Inter-America Research Associates a series of mini-conferences devoted to the general topic of The Concept of Collaboration in Career Education. This monograph is one in a series of OCE ... graphs aimed at providing a narrative summary of ideas and thoughts gathered from particular community segments represented in this series of mini-conferences.

Participants in each mini-conference associated with a particular segment of the broader community were selected for OCE and Inter-America Research Associates by the organization itself. Lists of all participants whose thoughts are summarized in this monograph are presented as Appendix A of this monograph. It is important to recognize that, while participants are properly thought of as *representatives* from the particular community segment involved, they are, in no way, to be thought of as *representing* that community segment. That is, each participant was encouraged to speak only for herself/himself. No formal organizational or institutional commitment was sought nor should be inferred from the contents of this monograph.

In general, each mini-conference involved from 10-15 participants. Each lasted two days with the discussion sessions chaired by the Director, Office of Career Education, USOE. Participants in each mini-conference developed their own agenda through a process that asked them to list topics or issues they thought pertinent to discuss. Once such a list was developed, participants then picked those that appealed most to a majority of the participants for extended discussion. The list of issues and questions, themselves, provide a series of interesting insights into concerns of participants regarding their organizations and career education. A complete listing of the issues and concerns raised by participants in the mini-conference reported in this monograph appears as Appendix B. Readers are urged to study this list carefully.

Notes for each mini-conference were taken personally by the Director, Office of Career Education. Based on such notes, the series of monographs of which this is one has been prepared. The complete notes for each mini-conference have been compiled by Inter-America Research Associates and published as a separate document. Limited copies of this document are available, as long as the supply lasts, to those requesting them from OE's Office of Career Education.

No pretense is made that this monograph represents a comprehensive treatment of the topic. There is no way that, in only two days of discussion, a comprehensive coverage could have been accomplished by the small group of participants involved. This monograph is properly viewed as an attempt to report, as fully as possible, the discussions that took place. By and large, the contents of this monograph are limited to ideas and thoughts of the participants. At times, some of my own personal thoughts and opinions are interwoven into the discussion, but the natural temptation to do so has been resisted insofar as possible.

Primary expressions of thanks for this monograph must go to the participants themselves who donated two full days of their time, without an honorarium, to sharing their thoughts with me and, through this monograph, with you. In addition, special thanks and recognition must be expressed to Dr. William Mermis, Professor, Southern Illinois University-Edwardsville, who served as Consultant to Inter-America Research Associates and assisted me in the conduct of these mini-conferences. Finally, thanks are also due Dr. Brady Fletcher and Ms. Odie Esparza of Inter-America Research Associates for their expert logistical assistance.

Kenneth B. Hoyt, Director
Office of Career Education
U.S. Office of Education

Introduction

A comprehensive career education effort includes, as one of several major elements, an emphasis on providing youth with an understanding of, appreciation for, and experience in the private enterprise system. To do so demands that: (a) the private sector join forces with educators in implementing this emphasis; and (b) some assurances of a high quality, sustaining effort be assured. JUNIOR ACHIEVEMENT, INC. represents one of several possible resources available to educators for use in meeting these demands.

It is important to recognize, at the outset, that JUNIOR ACHIEVEMENT, INC. (JA) is itself a part of the private enterprise system. Established as a non-profit corporation in 1919, JA now operates, from its headquarters in Stamford, Connecticut, a total of 254 JA franchise operations in major metropolitan centers serving over 1,100 communities—and even more school districts. Through special arrangements to be explained later, JA materials can also be made available to youth in rural America. During 1977-78, the total JA operation served more than 270,000 students through approximately 33,000 adult volunteers from the private sector with financial contributions from more than 94,000 contributors. Many of America's major corporations are represented among the active supporters of and participants in the JA effort.

No educator interested in implementing career education can afford to ignore the existence of JA. Whether or not JA represents a resource to be utilized in a community career education effort is, of course, a decision to be made at the community level. Career education efforts have already been established in many communities independent of JA operations in those communities. Obviously, JA has demonstrated its ability to operate effectively independent of any kind of organized career education effort. The question, then, is not whether or not either could exist without the other. Rather, the real question is one of the extent to which youth stand to benefit more when JA is used as a major resource in community career education implementation efforts.

The purpose of this monograph is to provide those currently engaged in career education with a basis for answering this question. We begin with a brief description of JA structure and operational programs. This will be followed by examples of ways in which JA efforts are currently being incorporated into community career education efforts. This, in turn, will be followed by a section devoted to operational problems JA has encountered in working effectively with educators in career education specifically and with education

in general. The monograph concludes with perceptions of JA professionals with respect to what they consider ideal working relationships with career education.

JUNIOR ACHIEVEMENT, INC.: Its Structure and Major Programs

JA headquarters operations are located in Stamford, Connecticut. There, a small group of professional staff persons design JA program materials, provide professional leadership for training JA professionals and volunteers in local communities, and administer the nationwide JA operation. Control of JA is vested in a Board of Directors composed, in large part, of corporate executives from the private sector. From this national headquarters operation, JA franchises are granted to applicants from various communities around the nation. A JA franchise may be granted in two basic ways including: (a) someone in the business community in a given city may contact JA headquarters and initiate the application procedure; or (b) JA may contact business leaders in a particular community and, through them, call a meeting of community leaders (including educational leaders) to discuss the advisability of applying for a JA franchise in that community. The JA applicant must demonstrate to JA headquarters that it has a solid financial backing along with the capability and willingness to operate one or more of the JA programs in a sound, high-quality fashion. JA franchises receive both technical assistance and monitoring from JA headquarters and regional offices along with the JA methods and materials that they are to use. This results in a high degree of quality control that assures a given JA program operation, wherever it operates, will be following the methods and using the materials developed at JA headquarters. It is essential that educators interested in working with the JA franchise in a given community clearly understand the high degree of monitoring exercised by JA headquarters on each JA franchise. This is considered essential by JA in order to ensure quality of delivery of JA efforts. The "name of the game" in JA franchise operations is *quality delivery* of JA programs.

The oldest, and by far the largest, program of JUNIOR ACHIEVEMENT, INC. is called *Junior Achievement* (JA). Educators should understand that the initials "JA" are used both to describe this particular program and to describe JUNIOR ACHIEVEMENT, INC. as an organizational entity. Established initially in 1919, the Junior Achievement Program operates to serve students in grades 10-12 primarily as an *after school* program that typically operates one night per week for a three-hour period. Involving about 200,000 students annually, the program allows students to set up and operate their own businesses with help from volunteers recruited from the business community. Each JA "business" typically involves 15-20 students and three to four JA

volunteer advisors, ideally one each for (a) production; (b) sales; (c) accounting; and (d) management. Currently, there exists about 8,000 teams of JA advisors totaling about 30,000 business persons. The JA program operates for 30 weeks during the school year and involves about three hours per week of volunteer effort on the part of each business person volunteer—a total of approximately 2,700,000 hours of volunteer time annually. JA is currently experimenting with a semester program to accomplish the same objective in approximately half the time. Operated in five cities during 1977, plans are underway for 10 cities during the 1978-79 school year. The spin-offs from this are evident. More students will be reached with a savings in contributor dollars and volunteer time.

While not officially sponsored or operated by the educational system, the school system is asked to work with the JA franchise in allowing JA to inform students about JA and helping to interest them in participating. The primary method used to interest students in JA participation is the content of JA itself—i.e., an opportunity to learn more about the private enterprise system and ways in which youth may become a part of that system. It is not pictured as a program designed exclusively—or even primarily—for youth considering careers in business. As a matter of fact, many former JA members enter fields completely outside of the business/industry domain. It is important to remember that the primary goals of JA are to teach economic understanding and an appreciation of the private enterprise system. This is knowledge considered to be valuable for all students.

As a matter of fact, JA has, as one of its goals, that of reaching *all* students in the JA franchise area. At present, only about three to four percent of all senior high school students in the typical JA franchise area are JA members. Even if only those senior high schools in the JA franchise area actively working with JA are considered (and not all high schools in the area work with JA) this percent goes up to only give to six percent of all senior high school students. More will be said about this later when problems facing JA implementation efforts are considered.

Senior high school students typically learn about JA through such mechanisms as: (a) high school assemblies; (b) classroom presentations made by JA representatives; and (c) public address announcements coupled with procedures whereby homeroom teachers pass out JA materials to students. In addition to informing students about the content of JA, students are further motivated to participate through seeing JA as: (a) a way to meet new people; (b) a chance to become eligible for a college scholarship; (c) an opportunity to operate a business to make some money; (d) a bonafide opportunity to spend one evening per week in productive activity; and (e) an opportunity for boys and girls to interact. Student membership in JA roughly parallels the

demographics of the high school student body as a whole—except for the fact that approximately 55 percent of all JA members are female and only about 45 percent are male. Retention rates among students joining JA are very high as is their enthusiasm for what they are doing. A number of devices are available for recognizing outstanding JA Achievers including contests, award ceremonies, and often scholarship prizes. For those high school students participating as "JA ACHIEVERS," JA appears to be exciting, challenging, and meaningful learning experience. It is a "doing-to-learn" type of activity that provides students opportunity for close and continuing interaction with successful members of the business/industry community.

One of the newest—and currently the fastest growing—program of JUNIOR ACHIEVEMENT, INC. is *Project Business*. Unlike the regular JA program, Project Business operates as an *in-school*, rather than as an out-of-school, effort. Designed for use in the 8th and 9th grades, Project Business operates on a one hour per week basis for a period ranging from nine to eighteen weeks with the actual teaching being done by a business person specially trained by JA for this activity. That business person may teach the class alone or in a team teaching arrangement with the regular teacher. The curriculum content for Project Business, developed and tested by JA headquarters staff, is developed around seven different aspects of economic education and includes career exploration field trips into the community as well as regular classroom sessions. The actual content to be taught is prepared for the JA business volunteer and JA trains the business volunteer on how to use the Project Business materials in the classroom. When the business person goes into the junior high school classroom to participate in Project Business, she/he knows exactly what to do and how to do it and, in addition, has in hand the materials necessary to conduct the class session.

From test cities in the 1975-76 school year with 5,000 junior high school students, Project Business has grown rapidly. During the 1977-78 school year, it reached approximately 62,000 8th and 9th graders and is expected to grow still more rapidly in the future. It was initially funded jointly through a Kellogg Foundation grant to JA and by fees paid by the business community. The school system pays nothing in order to have the benefits of the Project Business Program in their junior high schools. Obviously, in spite of its rapid growth rate, Project Business has much potential room for expansion in view of the many 8th and 9th grade students in today's classrooms.

The interest of JA in establishing Project Business stemmed from several sources. First, it was recognized that, with the growing public interest in career and economic education, JA should expand its efforts at the junior high school level. It was recognized that the regular JA program operating at the senior high school level was too sophisticated for typical junior high school students

to handle. Second, JA recognized the need to expand its efforts in ways that would result in more direct in-school working relationships with educators. Project Business is a direct way of becoming involved in the established ongoing school curriculum during the school day. Third, Project Business, because it can be carried out with only one business person, rather than a team of three to four as is required in the regular JA senior high program, represents an opportunity for JA to seek involvement of local businesses who are unable to participate in the senior high school JA program. Fourth, the obvious potential Project Business provides for reaching many more youth than can be reached through the senior high school JA program—i.e., a strong emphasis on providing high quality, carefully tested and validated methods and materials along with careful and thorough training of those persons charged with using them. The emphasis on quality of delivery is very obvious in the operations of Project Business.

Three additional JA programs, while smaller in scope, deserve brief mention here. One is a JA program that provides summer jobs for disadvantaged youth in the private sector. In this program, JA arranges subcontracts with local industries to provide jobs for disadvantaged youth. Such youth arrange, with JA help, to perform summer jobs typically involving tasks that regular employees are not involved in. For example, one such project involved a subcontract with a local General Motors plant calling for participating youth to sort parts that had collected, during the year's operations, in a huge pile.

A second JA program is called "Applied Management." Involving primarily college juniors and seniors in business administration and/or accounting, it calls for such students to become consultants to a JA youth program of senior high school students. It not only reinforces the classroom learning of these college students, but, in addition, provides them with multiple opportunities to test out some of the theoretical principles they have learned, to interact with business persons, and to provide a valuable volunteer service for high school students. Now operating in 23 colleges and universities located in communities where JA franchises exist, this program can provide up to six semester hours of college credit for participating college students.

Third, JA operates a multi-faceted economic awareness program. One aspect of this effort involves four mailings of JA information to all JA stockholders along with selected educators. A second thrust is aimed at involving college students (usually former JA Achievers) in working with senior citizen groups in establishing and operating small businesses and helping to solve various kinds of community problems. Some senior high school JA Achievers are also involved in this senior citizen effort. A third thrust involves the use of senior high school JA Achievers in conducting economic awareness activities for 5th and 6th grade elementary school students during the school day. While just getting into

operation, this elementary school effort has grown from reaching 1,200 to more than 10,000 5th and 6th grade pupils in only one year's time. With current interest in elementary school career education activities, it obviously is a JA program that could be rapidly expanded much further.

In summary, JUNIOR ACHIEVEMENT, INC. operates a total of five separate high-quality programs whose primary focus is on economic understanding and appreciation for the American system of private enterprise. Materials and methods used in each of these five programs is of high quality and has been carefully developed and tested by professional staff persons at JA headquarters. These materials and methods are being updated and revised on a continuing basis. JA works! In spite of this, the total JA effort remains relatively small in terms of the total potential it has for impacting on American youth. For example, when one considers the fact that JA statistics for 1977-78 indicate a total of 195,000 senior high school students enrolled in JA, that figure must be contrasted with a total public high school enrolment of 14,323,000 students. With a total of 61,600 8th and 9th graders in Project Business, and 10,000 elementary school pupils in the JA economics awareness programs, one must think in terms of a total public school enrolment, K-8 of 30,012,000. These contrasting figures are presented here for purposes of encouraging, not discouraging, educators to pay careful attention to the total JA effort. The fact that, relatively speaking, it is a small effort at present in no way means that it is either unsuccessful nor unimportant. On the contrary, JA appears to be an eminently successful effort in those communities where it has operated. Further, for those educators interested in and concerned about implementing career education, JA appears to be a potentially very important resource that should be utilized to the greatest possible extent. We turn now to a discussion of problems JA has faced, and continues to face, in interacting effectively with educators.

Problems Faced by JA in Interacting Effectively with Educators

It can be seen, from the brief overview description presented above, that a large part of the total JA operation is dependent, to a significant degree, on establishing and maintaining good working relationships with K-12 school systems. Participants in the "JA AND CAREER EDUCATION" seminar provided several examples of the generic kinds of problems they find along with a number of specific examples. It is hoped that, by discussing such problems here, educators can and will find ways of helping to solve each.

Problem 1: Gaining teacher interest and participation in JA efforts. Seminar participants seemed to be in general agreement that little difficulty is encountered in convincing top school administrators to cooperate in the JA

effort. When such educational leaders are approached by top leaders from the business/industry community, they have typically expressed both interest in and enthusiasm for what JA is attempting to do. Since JA represents an additional educational opportunity for students that does not add any cost to the school budget, this is easily understood.

Problems are apparently present, however, when JA representatives go from the administrative levels of education to classroom teachers. Part of the problem appears to be a general lack of either interest or understanding of JA on the part of many classroom teachers. It was reported, for example, that it is not uncommon, in a Project Business class discussion, for the regular classroom teacher to leave the room and regard the period when the business person is meeting with students as a "free period" for the teacher. Participants felt that some teachers, like their students, need an understanding of economic education such as is presented in Project Business. The teacher who is willing to sit in the room and learn with his/her students–or better yet, participate with the business person in team teaching–will find multiple opportunities for using the new knowledge accumulated in other class sessions during the week. Many teachers are still not availing themselves of such opportunities.

A second part of the problem is seen when one recognizes that Project Business, ideally, calls for team teaching by the regular classroom teacher and the business person volunteer. Teachers who participate in such team teaching are asked by JA to participate in in-service education sessions led by JA personnel so that they may learn how best to handle the JA materials and use the JA methods. Participants reported that many teachers appear to be unwilling to participate in such inservice education unless they are paid stipends for doing so. There is nothing in the JA operational structure that will make possible paying teachers stipends of any kind for the time they spend here. Unless teachers become sufficiently interested in Project Business to engage in this needed inservice education on a voluntary basis, this problem will continue to exist.

A third part of the problem has to do simply with the logistics of holding sessions where the total JA effort can be explained to the teaching faculty. Here, time constraints are evident in terms of both JA personnel and in terms of teachers. JA personnel, in most communities, are so busy making contracts with the business/industry community and raising the funds required for operating the JA programs that they find little time left over for use in general public relations and/or inservice educators with the total teaching faculty. Teachers, on the other hand, seem to feel that their responsibilities to JA have ended when they have passed out materials to students. Some seem to take the position that, if JA is a really good program, students will recognize it and

enroll in it. They do not feel that the teacher has either a right or a responsibility for presenting the JA story to students in a positive fashion.

Problem 2: Gaining academic credit for the JA Program. As explained earlier, the senior high school JA program operates primarily at night under the guidance and direction of JA, not the school system. Learning experiences afforded JA Achievers (participating youth), however, relate very directly to economic understanding and skill development. As such, JA personnel feel strongly that they are deserving of academic credit. To some extent school systems seem to agree as seen by the fact that 113 senior high schools located in 93 of the 180 metropolitan areas served by JA franchises do award some form of academic credit for the JA experience. In some cities, such credit is awarded in a form that counts toward high school graduation. In other communities, academic credit for JA participation is counted as "elective" credit which means it is inserted into the student's record, but does not officially count toward high school graduation.

In those communities where JA participation counts as academic credit for high school graduation, special arrangements, of course, must be made with the school board. Often, this involves accrediting commissions who accredit the secondary schools involved as well as direct school board decisions. This was true, for example, in Nashville, Tennessee, where JA credit–along with credit for participation in such other programs as those sponsored by Girl Scouts of USA and Exploring Program, Scouting USA–are awarded one-half credit per year up to one full academic credit toward the 16 such credits required for high school graduation. There, such arrangements became possible only after the Nashville schools worked out arrangements through the Southern Association of Colleges and Secondary Schools–the official accrediting body for the school system.

The fact remains that, in a majority of school systems from which JA Achievers come, no academic credit–elective or otherwise–is made available by the school systems in which such students are enrolled. Where granting of academic credit for JA participation has been denied, typical reasons given by educators have been either: (a) the activities are not taught by certified teachers and so cannot be counted; or (b) the school system has no firm basis for judging competencies students have acquired and so cannot award academic credit for the JA activities. There is nothing, of course, JA can do about the objection that certificated teachers do not conduct JA activities. In response to the second objection, JA has undertaken several kinds of activities aimed at demonstrating to educators the kinds of competencies students acquire through JA including: (a) providing the school district with written evaluations for each JA Achiever from the business advisor for insertion into the student's academic record; (b) inviting educators to visit JA centers and observe for themselves the kinds of learning experiences made available to students; and

(c) conducting a "mini-JA" experience for teachers and counselors so they can experience for themselves the kinds of learning that takes place in JA program operation. In some communities, even these kinds of extensive disclosures have not convinced educators to consider awarding academic credit for the JA experience.

Academic credit for JA participation was reported by seminar participants to be a question of no great apparent interest or concern to youth participating in JA. On the other hand, it was perceived by JA seminar participants as one effective means of building credibility for JA with professional educators. Further, it was perceived as an effective means of motivating parents to accept and endorse JA participation for their children.

Problem 3: Avoiding dilution of quality in JA efforts. A third major problem expressed by seminar participants related to activities some school systems have taken that, in the opinion of JA personnel, have resulted in diluting the quality of JA efforts. These examples were reported primarily with respect to the Project Business program of JA. One instance was reported where, during the summer months, a number of teachers in one school district revised the Project Business manuals in ways that made them appear better to the teachers. This was done in spite of the fact that teachers in the same school system had evaluated the regular JA Project Business program during the preceding year, found it to be working well, and had recommended it be expanded. The revisions made by teachers were unacceptable to JA itself and could not be endorsed. In another setting, educators expressed a desire to videotape the Project Business presentations made by business persons with a goal in mind of using the videotape in other classes. Again, JA had to refuse permission to do this because JA felt that to do so would take the personal "chemistry" out of the direct interaction between the business person and the student that occurs in Project Business. Still other examples were seen where teachers had taken the Project Business materials and then devised their own unique ways of using those materials with students.

The official position of JA with respect to efforts such as these is very clear. It stems from the fact that the entire JA effort has been built around a dedication to quality delivery of services to students. The materials—and the methods for delivery—developed through the work of JA headquarters staff have been carefully field tested and validated as a total package. Where any part of the total "package" is altered or eliminated, there is an unknown danger of diluting the quality of delivery of the JA package. If school systems elect to use the JA program efforts, they must agree to use them in the manner prescribed by JA itself. If they cannot—or will not—agree to do so, then JA feels such materials should not be made available to educators for use. This position, it should be stressed, has been taken solely on the basis of the great need to protect the

quality and the validity of the JA programs themselves. It is, in no way, related to either a reluctance to work cooperatively with educators nor any kind of general distrust or lack of respect for educators.

Problem 4: The problem of "competing forces" to JA. Preparing youth to take their places in today's occupational society is not a task that can be adequately accomplished solely through the efforts of educators and the educational system. The expertise, personnel, physical resources, and financial resources of the private sector must be be enlisted in this effort. This has been the essential basic rationale behind creation of the JA effort as well as such other efforts as the Exploring Program, Scouting USA, Girl Scouts of America, and the National Alliance of Business. It is obviously this same basic rationale that has formed a significant part of the bedrock philosophy of what has, in recent years, come to be known as "career education."

The "pie" of resources available from the private sector to support activities related to preparing youth for understanding of, appreciation for, and participation in the private sector is of limited and finite size. Any effort that takes part of this "pie" of available resources automatically means that a smaller "pie" is then available for use by others. So long as the total "pie" was essentially split among non-school groups, there was no a major problem in that each took an essentially discrete segment of the total problem and appealed to the private sector for assistance in attacking that segment. Participants in this JA seminar perceived such segments in the following way:

Group	Primary Emphasis
Junior Achievement, Inc.	Economic Education
Explorer Program, Scouting	Career Exploration
National Alliance of Business	Vocational Exploration
Girl Scouts of USA	Sex Stereotyping

[Note: Educators reading this monograph should not assume that each of the other organizations listed above would agree to this perceived division of emphasis.]

Further, part of the "pitch" each of these kinds of out-of-school groups—as well as others not mentioned by these seminar participants—make to the private sector in seeking support for their efforts is that they have a vehicle for use in helping representatives from the private sector interact effectively both with educators and with their students.

The JA effort, as well as many others, existed long before the so-called "career education movement" came on the scene. With the emergence of career

education, two generic kinds of "competing" problems become immediately apparent. First, career education has been conceptualized in such a way that it includes the special emphasis given by each of these earlier non-school based efforts–including economic awareness and understanding, career awareness, career and vocational exploration, reduction of stereotyping, career decision-making, work experience, acquisition of good work habits, and motivation to learn the basic academic skills. In effect, each of these special emphases has been included in the generic concept of "career education." Thus, unless something is done to recognize and avoid this danger, such earlier viable efforts as JA run the risk of being swallowed up in the generic concept of "career education" and thus losing their special identity that made them appealing to the private sector.

The second operational danger posed by career education, in the eyes of these seminar participants, is that educators, in their zeal to involve the private sector in the implementation of career education, have openly "courted" the private sector and invited them to work collaboratively with educators and students. The doors of the educational system have been opened up for the private sector without requiring them to pay the kinds of financial fees required for their participation in some of these earlier efforts. Thus, the danger exists that some segments of the private sector may abandon their previous support of efforts such as JA and devote the limited resources available to them in joining with educators in a collaborative career education effort.

Those educators reading this monograph who fail to grasp the reality or the seriousness of these problems can, perhaps, be helped to do so by considering the following examples provided by these JA seminar participants. In one school, business persons who had been paying substantial fees to JA in order to get into classrooms for a Project Business effort found the school inviting them in for what they considered essentially the same mission without any charge to the business person. In another school Project Business was rejected because teachers had, as part of that school's career education effort, been taught a course in economic education through a local university and so felt they did not need the expertise provided by business persons through Project Business. In yet another school system, the State Association of Manufacturers had worked with teachers in developing and publishing a massive handbook on economic education for use by teachers in infusing economic awareness and understanding into the regular classroom. Teachers equipped with this handbook saw no need for the Project Business materials. Rejection of JA involvement with educators was, in each of these examples, based on a feeling held by educators that, since they were acquiring these skills through career education inservice activities, the JA programs were no longer needed.

These, then, are the four major problems JA participants in the seminar voiced with respect to working with educators in general and with career education advocates in particular. The remainder of this monograph is directed toward suggestions for moving toward solutions of these problems.

Why Educators Should Support JUNIOR ACHIEVEMENT, INC. Programs

Those educators interested in and concerned about implementing career education efforts have a very great deal to gain—and nothing to lose—by devoting a part of their energies to actively supporting each of the various programs conducted under the general direction of JUNIOR ACHIEVEMENT, INC. There are three major reasons why this is so:

First, JA programs are high-quality efforts of proven effectiveness. Developed, tested, and validated over a long period of years, the senior high school JA Program has a long history of success in delivering economic awareness, understanding, and appreciation to participating youth. A similar commitment to quality programs is very apparent in each of the newer JA programs described here. There is a little chance that an individual school system—or even a consortium of school districts—could, through their own efforts, develop and implement programs of economic awareness and understanding that would be of as high quality as those JA has already developed. In those communities where JA exists, there is no need to do so. JA represents a community resource available for use in adding quality to whatever a school district is attempting to do on its own. Evaluations of effectiveness of career education efforts are almost certain to be more positive if JA programs are used as one of the key community resources in a comprehensive community-wide career education effort.

Second, the JA effort, as a national movement, was initiated by and continues to enjoy the support and endorsement of many of our nation's leading corporations and industries. Educators have, with a relatively few significant exceptions, been generally ineffective in getting the career education "message" across to major corporate/industrial decision makers. If educators will become much more active in endorsing, supporting, and cooperating with JA franchises in carrying out various JA programs, it will be a clear signal to such corporate/industrial decision makers that their support of JA has been justified. Moreover, if this can be accomplished, such decision makers are almost certain to become interested in why educators have become more positive toward JA. When they do so, they will discover the existence of the career education movement in American education. JA can serve as a very useful and helpful vehicle in drawing the attention of top decision makers from the private sector to the basic kinds of educational change being championed

by career education. Since such changes are totally consistent with the underlying philosophy of JA itself, such awareness may prove helpful in gaining more support for the total educational system on behalf of the private sector. Education needs this kind of support. JA can help make it a reality.

Third, JA programs represent an effective vehicle for use in establishing and furthering effective working relationships between educators and persons from the business/industry community. One of the prime problems educators have found in attempting to implement career education is that they don't know how to most effectively interact with and utilize persons from the business/industry community as resource persons in the classroom. Some beginning career education efforts have failed because neither the teacher nor the business person were sure of exactly what the business person is to do in the classroom or how teachers and business persons can best work together in a classroom setting. The JA programs—best illustrated by Project Business—provide the business person and the teacher with specific instructions, materials, and methods for working together. The entire JA effort is intimately involved in providing the business person with, in effect, a set of "crutches" for use when she/he enters the classroom setting. She/he is instructed in what to do, how to do it, and is provided with concrete materials for use in implementing the effort. In short, JA represents a vehicle for use in making the business person feel both comfortable and competent in the classroom and for establishing positive working relationships with educators. Business persons who have been through the JA experience may well find it easier and more comfortable working with educators on other phases of career education. Teachers who have interacted with business persons through JA will, similarly, feel more comfortable and secure in relating with such persons in other kinds of career education activities. JA can enhance and improve working relationships between educators and persons from the business/industry community.

These, then, represent three basic reasons why those educators interested and involved in career education should become eager and active supporters of JA programs. A similar set of reasons why JA personnel should become active supporters of career education efforts in education could, of course, very easily be compiled. That task is better left to JA personnel themselves.

Specific Suggestions for Improving JA/Educator Working Relationships

Several action suggestions are in order for those educators who support the rationale for working with JA presented in the preceding section and are desirous of contributing to solving some of the major problems identified by JA participants in this seminar. It is hoped that one or more of these may appeal to those educators reading this monograph.

1. **Include a "JA ORIENTATION SESSION" in career education inservice activities for educators.** JA personnel in those locations where JA franchises exist can be expected to volunteer to serve as resource persons here. Educators need such an orientation *prior* to the time they are asked to distribute JA materials to students and/or work with JA personnel in various kinds of JA programs. It will be much better if educators are helped to understand *why* it is important to do something before they are asked to do it.

2. **Identify those educators most interested in working with JA personnel and encourage their interaction with JA persons.** Obviously, not all educators will be interested in or "turned on" to JA–just as not *all* are "turned on" to career education. It will be extremely helpful if Project Business programs take place in classrooms whose teachers are sufficiently interested in the program to: (a) participate in the training required for this program; and (b) participate actively in the team teaching called for. Project Business should not take place in those classrooms where teachers are so disinterested they leave the room during the time the business person is present.

3. **Encourage JA franchises to include in their total efforts the use of senior high school JA Achievers in the JA program of economic awareness for 5th and 6th grade pupils.** Again, such an effort should begin by identifying those elementary school teachers interested in working with JA in this program. Meetings between such teachers and JA personnel should result in rapid expansion of this very much needed effort.

4. **Encourage school board members, classroom teachers, and educational administrators to visit senior high school JA program sites when youth are present and involved in their project activities.** Such visits will provide convincing demonstrations of both the nature and the quality of the efforts. It should lead to discussion of ways in which student accomplishments can be reported to the school system for consideration in awarding of academic credit. Not all school boards, of course, will choose to award academic credit for the senior high JA program even after they have seen it in action. If this is done systematically, however, there should be a substantial increase in the number of school systems awarding academic credit for the senior high JA program activities.

5. **Actively support the involvement of senior high school students in the JA program.** The regular JA program for senior high school students is so complex and expensive it is unrealistic to expect that sufficient resources will ever be available to make it an activity in which all students could participate. At the same time, many more students than are currently being served through this effort could be accommodated in several of the JA franchise locations. All or many students who participate will need strong words of encouragement

and reassurance from their teachers. This is not a program that educators should appear disinterested in or unsupportive of in the eyes of their students. It is not too much to ask that educators endorse it to students and parents as a "good thing"—for it certainly is!

6. Seek involvement of JA "alumni" from the private sector in the career education effort. Volunteers from the private sector now actively engaged in JA programs cannot realistically be expected to have time to also serve as volunteers in other parts of the total career education effort. These "JA volunteers" change, however, from year to year. Those business/industry persons who have served as "JA volunteers" in past years have acquired a good working knowledge of both youth and of educators. In addition, they can be expected to have acquired a commitment to the general goals of career education and a feeling of comfortableness in dealing with educators. They are ideal resource persons for use in the school system's career education efforts. JA personnel from local franchises are in a position to furnish school systems with lists of such persons. It represents a rich resource indeed.

7. Use Project Business as a major delivery system for economic understanding in junior high school career education efforts. Project Business represents an opportunity to get persons from the business/industry community into classrooms under conditions where positive relationships with educators are likely to result. Moreover, the quality of this effort would be most difficult for school systems to duplicate through their own efforts. The contents of the Project Business curriculum represent an essential part of the understandings career education seeks to convey to youth. If educators see other aspects of economic awareness and understanding they want to convey to students, this can be done as a supplement to Project Business without destroying the content or the methodology of Project Business itself.

8. Seek to encourage other community groups to use JA materials in settings where JA franchises are not in operation. JA headquarters has a system whereby organizations such as a local Chamber of Commerce, Rotary Club, etc. can, for a fee, receive those JA materials that will allow them to operate, under a correspondence type arrangement, many of the activities associated with the regular JA program for senior high school students. While similar arrangements are not available for use of either the junior high school or elementary school JA program efforts, the potential availability of the JA senior high program materials represents a resource that many smaller communities could utilize.

9. Appoint a JA person to the local career education action council. Where JA franchise operations exist, persons operating such franchises will be in contact with school systems. It would be very helpful to such persons if they

became aware of and interested in the total community-wide career education effort taking place. In addition to helping JA personnel view the JA programs in a broader perspective of a total career education effort, such a move would also allow the JA personnel to become aware of other kinds of community career education efforts with which they may wish to relate—with or without the involvement of educators. The expertise of JA personnel would be valuable on any Community Career Education Action Council. It is an expertise that should be utilized.

It can be expected that, in most communities where JA franchises are in operation, JA personnel will be willing to work with educators in implementing any or all of the suggestions made here. None of them represents an expense for the school district. Each holds potential for better serving youth.

Concluding Remarks

If career education is truly to become the kind of broad-based community effort that we seek, it is essential that the "community" be defined in terms of its various segments that hold potential for contributing effectively to the total career education effort. JA represents one such community segment that exists in most of the major metropolitan areas of our nation. It should certainly be used as a resource for the effective implementation of a total community career education effort.

As JA—and other community elements—are asked by school systems to become partners in a total collaborative community-wide career education effort, it should be readily apparent that "career education" is not an effort that is owned, controlled, or operated solely under the direction of the education system. It is legitimate to refer to JA as one important ingredient in the effective implementation of a community-wide career education effort. It is not appropriate, however, to refer to JA as "career education." Instead, JA should be thought of and discussed as JUNIOR ACHIEVEMENT, INC.—a valuable resource for implementing career education. It is important that JA—and all other community organizations involved in this total effort—retain their own identity and uniqueness. Because, for example, General Motors Corporation has issued a policy statement endorsing career education we don't think of General Motors as "career education." Rather, we think of General Motors as a major organization who, through its efforts, is making important contributions to implementation of the career education concept. We should be able to think, in similar fashion, about organizations such as JA.

The career education concept can best be implemented if it is given freely to a wide variety of community elements for "ownership"—not hoarded by the

educational system as though it really "belongs" there. JUNIOR ACHIEVEMENT, INC. represents one of those important community segments to whom we are trying to give the career education concept. The JA effort is certainly well qualified to be regarded as one of the "owners" of career education. If they do and, as a result, join their efforts with others while retaining their own identity and autonomy, they can contribute still more to helping America's youth become productive contributors to the American private enterprise system.

Whether or not JA will choose to accept partial "ownership"—and thus partial *responsibility*—for helping to implement career education as a community-wide collaborative effort is, of course, up to JA itself. A large part of the answer will inevitably be found at the local community level where JA personnel and educators will decide the extent to which and the ways in which they will work together. Obviously, these personality differences that exist will be at least as important factors as are any kind of generalized acceptance of the admittedly idealistic recommendations made in this monograph.

Part of the answer must be found in the readiness of JA to change in its flexibility and its willingness to join forces with educators and other community groups. Will JA personnel in local communities be willing to increase the amount of time they make available to participate in teacher inservice activities in career education? Will JA be willing and able to develop some adaptations in their obviously excellent senior high school JA program so as to make it possible for more youth to participate? Is JA willing to embark on a more active campaign to expand its economic awareness activities at the elementary school level? Will JA personnel be willing to allow Project Business to fit in with efforts of other community groups who are also interested in working with junior high schools in promoting economic education? Only JA can answer questions such as these.

JA is a potentially powerful vehicle for use in implementing the career education concept. It is time that both JA and the educational community make decisions relative to ways in which and the extent to which this vehicle will be used.

APPENDIX A

Richard P. Barcomb
Junior Achievement of Nashville
Nashville, Tennessee

Ronald D. Cody
Junior Achievement of Greater
Minneapolis
Minneapolis, Minnesota

Michael H. Davison
Junior Achievement of Dallas
Richardson, Texas

Donald T. Floyd
Director
Project Business
Junior Achievement Headquarters
Stamford, Connecticut

Paul Fry
Junior Achievement of Southwest
Pennsylvania
Pittsburgh, Pennsylvania

Barry Hintz
Junior Achievement of Greater Lansing
Lansing, Michigan

Ralph P. Howarth, Jr.
Junior Achievement of the Quad Cities
Moline, Illinois

Julia Hubbard
Director
Research and Development
Junior Achievement Headquarters
Stamford, Connecticut

Earl Johnson
Junior Achievement of Onondago County
Liverpool, New York

John Keeler
Junior Achievement of Central Arizona
Phoenix, Arizona

Allen Kirtley
Regional VP
Junior Achievement
Earth City, Missouri

Maureen Liston
Programs and Conf
Junior Achievement Headquarters
Stamford, Connecticut

Peter C. Rohan
Junior Achievement Eastern Regional
Vice President
West Hartford, Connecticut

Ralph Schulz
Junior Achievement of Jackson
Jackson, Mississippi

APPENDIX B

Issues Raised by Participants

1. How can Junior Achievement get its message to parents?

2. Where are the "hot buttons" for teachers to encourage them to participate in career education?

3. How can the high quality personnel in Junior Achievement be retained in light of less than adequate involvement of school personnel in some settings?

4. How can Junior Achievement be more effective in working with the variety of school organizational setups and curricular arrangements that exist at the junior high level?

5. How can Junior Achievement help to get the business community more involved in career education relationships with educators?

6. How can Junior Achievement programs be developed to fit better into both career development and economic awareness?

7. How can Junior Achievement relate with teachers in ways that will keep teachers from feeling we're invading their "turf?"

8. How to help teachers recognize the non-competitiveness with education, i.e., the uniqueness of the Junior Achievement effort?

9. What role does Junior Achievement play in career education?

10. What is the likely effect of declining school enrollments on Junior Achievement interaction with schools? (including teacher need to hold their positions)

11. How to best reduce the mutual lack of understanding that now exists between persons in the private enterprise system and educators?

12. How to better brief Junior Achievement persons for Project Business in ways that help them better function in today's school environment?

13. How to get educators to recognize that some non-educational community resources are really doing career education *now*?

14. Who's making decisions about what courses are taught in schools? (for example, should we teach Economic Education or Beginning Guitar?)

15. How to build credibility for Junior Achievement in the eyes of educators?

16. How to get Junior Achievement involvement in "modern" schools where teachers and students vote, rather than administrators "decide," on what is to be done?

17. What is the effect effect of decentralization of educational decisionmaking on getting Junior Achievement school agreements? (another way of stating Question 16)

18. Growing presence of consumer education as a possible negative force for teaching economic education.

19. How to obtain a greater understanding of Junior Achievement among educators and members of the broader community?

20. How Junior Achievement can help youth really get into careers?

21. What can Junior Achievement, at the 10-12th Grade levels, do to become more involved in career education without losing its identity?

22. How can Junior Achievement help schools avoid "re-inventing the wheel" in career education—such as, for example, activities like the "adopt a school" program?

23. How can Junior Achievement contribute better to career education's efforts to teach adaptability skills?

24. How can a general school marketing strategy for Junior Achievement be developed when one considers the wide variety of schools that exist?

25. How can Junior Achievement contribute to teaching "what's right" rather than "what's wrong" with the private enterprise system?

26. Are changes needed in Junior Achievement in order for Junior Achievement to become a more integral part of career education?

27. Is the current apparent necessity for teaching youth such things as basic work habits interfering with the more advanced Junior Achievement program materials that assume such things have already been taught?

28. How can we avoid educational systems taking over Junior Achievement program materials and setting up programs of their own which, in effect, compete with Junior Achievement?

GPO 932-495